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Abstract

A 7-week summer institute for 22 high school social studies teachers of varying racial, religious, and geographical background is believed to have achieved its objectives of providing basic instruction in the role of the Negro in the American political process and translating this content into usable forms for the civics classroom. Lecture-discussion periods involved the use of political science systems analysis to study Negro politics since 1865. The methodology and media seminar on trends in teaching methods informed participants of the theory and rationale of the inquiry method and aided them in the preparation and presentation of teaching units. Audiovisual techniques used by the methodology instructional teams included game simulation, microteaching, a TV debate, and various film and discussion techniques. Such mechanical aids as sound slides, microfilm reader-printers, and overhead projectors were demonstrated. Unique features included sensitivity sessions to break down personal barriers and fears and videotaping of teaching demonstrations to allow participants to view their own strengths and weaknesses. (Included are discussion of institute administration, analysis of participant evaluation questionnaires, curriculum content, outlines for the content and methodology components, lists of films used with brief content descriptions, and bibliography of materials used including lists of required and suggested readings.) (JS)

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FINAL REPORT:

EPDA

CIVICS INSTITUTE

THE NEGRO AND THE AMERICAN POLITICAL PROCESS

June 15 - August 2, 1969

Norfolk State College

Norfolk, Virginia

Submitted: August, 1969

Director: William P. Robinson, Sr.

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THE NEGRO AND THE AMERICAN POLITICAL PROCESS

FINAL TECHNICAL REPORT
ON THE INSTITUTE FOR: EPDA INSTITUTE IN CIVICS CODE ____

AT: NORFOLK STATE COLLEGE

DATES: (From) June 15, 1969 (To) August 2, 1969

SUBMITTED BY: WM. P. ROBINSON, SR.
(Director)

SP003172

FINAL REPORT ON EPDA

CIVICS INSTITUTE

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I. INTRODUCTION

The Administration of the College, the Department of Political Science and the Division of Social Sciences of Norfolk State College were highly gratified that the U. S. Office of Education approved a renewal of the NDEA Civics Institute of the summer of 1968 as an EPDA Civics Institute for the summer of 1969.

The Department of Political Science for some time has been aware of the apparent weaknesses of the high school Civics program in its failure to employ the most recent research findings, techniques, materials and methods in the area of political education as well as the pressing need for an input of a component dealing with the Negro and the American Political Process.

The Institute concentrated upon two major objectives. First, to provide basic instruction in the role of the Negro in the American Political Process; second, to relate this role to classroom use as a means of assisting high school students in the development and use of a mode of inquiry, of the development of democratic attitudes, and values, and in the acquisition of knowledge. This latter objective of translating the content into a usable input for classroom use was to be attacked on an experimental cooperative basis with the expertise which the participants brought to the Institute and our teaching methodologists. These two major objectives of our Institute were in our judgement realized.

The report which follows is a general account of the 1969 EPDA Institute in Civics:

II. THE PROGRAM

The 1969 Norfolk State College Civics Institute included a broad spectrum of learning experiences. The central focus was, however, on a content component, a pedagogical and media component, culminating in a Video-Taped and Closed-Circuit Television Demonstration Class.

A. The Courses

"The Negro and the American Political Process," P.S. 400
(Dr. Harry W. Morris and Dr. Wm. P. Robinson, Sr.)

The success of our 1968 Civics Institute simplified considerably pre-Institute planning for this year's course content structure. A review of those experiences and impact did not warrant, in our opinion, except in a few minor instances any basic changes in the course content structure emphases or priorities. In keeping with the principal aim of the Institute, we again, sought to implement a course structure that would provide a meaningful study of the political process and its relationship to the Negro in American politics.

Encouraged by the favorable results of last year's Institute, we relied again upon a combination of the political science and historical approaches. That is, we applied the political science systems analysis, namely, the Political Process-Political Systems Paradigm as the analytical tool to the study of Negro politics for each of the major historical periods since 1865, beginning with the Reconstruction Era and concluding with the Negro Revolution of the nineteen sixties.

The field of Negro politics of course still suffers from inadequate research, but fortunately, new studies are being published

and we added some of these to our selected bibliography of monographs, articles, documentary collections, and textbooks and thus hopefully enriched and broadened the perspectives somewhat.

Our classroom procedure utilized chiefly the lecture-discussion method. The lectures analyzed selected topics, followed by a general discussion, which permitted an informal exchange of opinions and concepts among the participants and the lecturers. The response of the participants was stimulating, and we believe, intellectually rewarding for everyone involved.

We were indeed, fortunate to be able to secure highly qualified resource persons with divergent views on the subject of black politics. Among them were academicians as well as political activists, including black power spokesmen. All of these persons made vital contributions to the program by the way of enlightening and stimulating the participants to a more searching probe of the blackman's relationship to the American political process.

Other indices, in our opinion, revealed the general effectiveness of the Institute: (1) Weekly critical analyses of articles and other selected readings submitted by the participants reflected improved analytical skills; (2) The written examinations likewise indicated substantial progress in the application of the Political Science analytical framework to the role of the Negro in the American Political Process.

Our chief weakness, continues to be the problem of inadequate studies for the several aspects of the content area we like to stress. However, we are optimistic about the resolution of this problem as more and more research studies become available on the Negro.

Again, we must say that we were very pleased with the results of the Institute. From all indications our major objectives of developing skills in the use of the political science methods of analysis, and a meaningful conceptualization of the Negro's relationship to American politics were substantially achieved. Moreover, our experiences in two Institutes of this type convinces us that the approach is both intellectually and pedagogically sound, and we would not suggest any fundamental changes at this time. The present policy of restricting participants to teachers only we think, should be continued as the most practical one. We will proceed with the evaluative follow-up of the application of the skills and knowledge acquired in the Institute to high school civics programs.

Seminar, P.S. 401 (Miss Muriel Y. Holmes and Mrs. Mamye Bacote)

The major emphasis of the methodology seminar was to introduce current trends in teaching methods to the participants. To facilitate this goal there were two basic foci:

1. To inform participants of the theory and rationale of the inquiry method.
2. To aid participants in the selection, preparation and the formulation of a teaching unit.

In the preparation of the micro-teaching unit the skills gained by the participants from the content, audio-visual, and methodology seminars were employed.

There were three phases of activity of the seminar. The first phase consisted of emphasizing the philosophy of current trends in the social science curriculum and the need of content oriented persons to review and evaluate their methodological rationale.

The group of participants were divided into four groups. Readings for this phase were from Part I of Inquiry in the Social Studies by Rodney F. Allen, John V. Fleckenstein and Peter M. Lyon.

The second phase of activity introduced the participants to the methodology to be employed, the Inquiry Approach, and a sample le son plan on the concept of absolutism was employed as an illustrative technique of the method. The reading for this phase was the text, The New Social Sciences, by Edwin Fenton. In this phase, one hour of the two hour class period was used for introduction and discussion of the inquiry approach to civics. The second hour, participants applied the method learned in the preparation of their micro-teaching unit.

The third phase, consisted mainly of the preparation and the presentation of the teaching units. This third phase, had perhaps, the greatest impact on participants due to the fact that the model lessons were video-taped allowing the group to view the teaching experience with the new approach followed by discussion. However, in spite of the effectiveness of this phase of the seminar, it would be this area that we would recommend changes which are as follows:

1. Each participant would be required to make a sample lesson plan for one day in the unit to be taught
2. More illustrative models of the method be utilized in each phase of the method
3. Allow time for the reviewing of the teaching units so as to allow the participants to analyze them for strengths and weaknesses. Also, the units should be taught after they have been viewed

Unique Features of the Institute

1. The sensitivity sessions which were introduced by the Director at the beginning of the Institute were an effective instrument in breaking down personal barriers and initial fears of the participants, thus enabling

both participants and instructors the opportunity of rapidly establishing a high degree of rapport.

2. The team work among the members of the staff made the Institute and its various facets mesh into an effective whole.

3. The video-taping of the teaching demonstrations units or sample lessons allowed each group to view its own strengths and weaknesses.

4. This Institute afforded many participants their first natural interracial face to face relations.

Administrative Assistant (Mr. Brinston B. Collins)

The 1969 EPDA Institute in Civics titled "The Negro in the American Political Process 1865 - Present" sought to accomplish two major goals: (1) to provide basic instruction in the role of the Negro in the American political process since 1865; (2) to relate this role to classroom use as a means of assisting high school students in the development of the use of a mode of inquiry (inquiry skills), the development of democratic attitudes and values, and in the acquisition of knowledge.

The Institute accomplished its goal of providing instruction on the role of the Negro in the American Political process. Most of our participant teachers admitted in the first meeting of the session that they were woefully ignorant in terms of their knowledge of the Negro in politics and in the last meeting their opinions were elicited and all indicated a definite increase in the fund of knowledge of the Black man in the American Political Process. The Institute staff and lecturers presented a thorough survey of the role played by the Negro in politics and exposed the participants to political analysis using the systems approach.

The second goal of introducing the participants to new methods

of teaching civics and government in their teaching situations was also realized. The methodologist introduced the participants to inquiry, simulation and the use of media to prepare and teach the subjective materials presented in the lecture series. Although there was considerable disagreement on the uses of the inquiry method by participants, their exposure to that method was considered by all to be an excellent experience. The participants will not only be aware of the use of simulation and inquiry but they probably will find themselves actually employing them in their classroom situations. Films on the problems leading to Negro discontent of varying lengths, followed by discussion as to how they might be used in classroom situations, were presented by the media specialist in consultation with the methodology leaders. The uses of sound slides, audio tapes, microfilm reader-printers, overhead projectors and other mechanical aids to teaching were presented by a representative of the 3M Company invited by the staff.

The major problem encountered during the Institute session was that of overcoming the resistance of teacher-participants to the concepts of the inquiry method. The nature of inquiry is such that it is difficult to explain in a lecture discussion manner and therefore should be demonstrated through the use of either a videotape or class-room situation, with a followup discussion of what was done in the demonstration.

The Institute proceeded well from the moment of my first contact with it through to its conclusion. With the exception of one guest lecturer, who bacame ill and had to send us a tape that was, in my judgment, of poor quality, there were a few problems encountered. The initial orientation session held at Dr. Robinson's

home was relaxed and informal with the participants and staff immediately establishing rapport. This was followed on the first two days by sensitivity sessions that enabled the participants to recognize their similarities and differences while bringing about a sense of unity amongst them. Once unity had been established the first five weeks went by as smooth as silk. Only as we approached the sixth week and the presentation of the group designed units did we have some friction between staff and participants. With the units firmly established and demonstrated with a class of volunteers from Upward Bound the tension was relieved and the Institute continued its normal pace.

I would change little in the program if given again next year. The number of participants, twenty-two, was ideal, their geographical spread was great experience for all, and their social interaction was exceptional. The same number of weeks should be retained and qualifications for participation should remain constant.

Audio-Visual (Mr. Grady James)

In terms of its primary objectives, the 1969 EPDA Civics Institute was extremely successful. The methodology seminar and the audio visual activities of the Institute contributed uniquely to its success.

During the 1968 Civics Institute, a regular course in Audio Visual Communications was included in the instructional design of the Institute. This year, a regular course was not included, but an Audio Visual Media Specialist was available to the Institute. His primary responsibility was working directly with the instruc-

tional staff, institute consultants and participants, providing professional, personal and physical resources relating to the use of audio visual technology during the Institute.

The Audio Visual Media Specialist also served as a non-teaching member of the instructional team of the methodology seminar, and coordinated the audio visual aspects of the Institute. He was responsible for scheduling demonstrations of new audio visual equipment and techniques, previews and auditions of new materials related to the Negro Politics and American History, and the design and conduct of film discussions with Institute participants. These activities were planned as an integral part of the Institute design and afforded the participants rich and meaningful insights into the availability and use of new audio visual equipment, materials and methodology.

Among the audio visual techniques used effectively by the methodology instructional team were game simulation and micro-teaching via Closed Circuit Television involving the participants, a television debate by two outstanding guest lecturers (which was video taped), and various film discussion techniques involving the Institute participants and staff.

A variety of films and a variety of utilization techniques were discussed and demonstrated during actual classroom use with participants. These films were chosen and scheduled weekly to make relevant contributions and raise significant questions concerning the topics under consideration during a particular week. A list of these films including brief content descriptions is included.

Various forms of group and individual discussions and evalua-

tions followed each film showing. One of the most interesting and effective film discussion was "Discussion 66." In this technique the group of participants was divided into groups of six persons after the presentation of an "open end" film (a film which presents a problem or an issue but which does not attempt to provide a solution). Each group selected a chairman and discussed how it would solve the problem for a total of six minutes. Then the entire class was reassembled again to analyze the results of each "six" member group's contribution.

The complete resources of the college Audio Visual Center, including the latest audio visual equipment and its film and filmstrip collection was available to the Institute's staff and participants. Other resources included numerous film, filmstrip, tape and record catalogs, Education Media Index, and special "source" file of new materials available for teaching Negro History, Civics and other courses related to the Negro and his role in the American political process.

One primary objective of the film discussions was to give the participants direct experience in the use of various film discussion and utilization techniques which may be effective in formal and informal classroom use.

An important objective of the new equipment demonstrations, auditions and previews of new materials was to acquaint participants with the content, sources, and availability of new materials and equipment including some which may be obtained through various Federal assistance programs for elementary and secondary schools.

Comments and Suggestions

As the Audio Visual Media Specialist for the 1969 Institute, I had the rare opportunity to tape record individual informal interviews with most of the participants during the final two days of the Institute.

They were asked to compare their impressions, their thoughts and attitudes at the beginning of the Institute with those existing at the end of the seven week session.

Among the conclusions were these:

1. Most white participants had had little or no direct contact with Negroes prior to this Institute and considered this one of the most important experiences of their lives.
2. Although most were history and civics teachers, few whites, if any, had had any course in college which dealt with the role of the Negro in the Political Process, or with significant contributions he has made to America.
3. Most Negro participants revealed much the same experience, although most attended predominantly Negro colleges. Few had what they described as adequate preparation to teach a course dealing with the Negro or his role in the Political Process in America.
4. All agreed that the cross section of racial, religious, and geographic backgrounds of the participants was highly desirable and provided unique group and individual experiences for all.
5. Most whites were surprised to see two Negroes differ so strongly (the TV debate between Dr. Cook of Duke and

Mr. King of the Boston Urban League) about Black Power, what the Negro really wants, and methods of achieving it.

6. All participants agreed that all colleges should provide some course, or courses, which put the Negro's role, his history and contributions to American and world civilization in proper perspective, and at the same time prepare teachers to deal more competently with U. S. history and the important role of the Negro in it.
7. Most felt that a kind of "sensitivity or confrontation" session such as the ones shown in the film, "Where Is Prejudice?" would have been beneficial to this group near the end of the Institute.
8. All were unanimous in their feeling that they had gained valuable new insights into the role of the Negro in the American Political Process, and in new methodology and techniques in teaching Civics, U. S. history and related subjects dealing with the Negro.
9. They had high praise for the films and the technques employed in using them and endorsed a similiar approach for audio visual activities for future institutes.
10. Most felt that a regular course in Audio Visual Communications is not necessary since most participants have had such a course enroute to their bachelors degree. They prefer the approach where an AV Specialist is available to assist them with special or new techniques and/or equipment when necessary.

Demonstrators

Frank Delar and associates from the 3-M Company demonstrated new instant techniques for making transparencies, 35mm (with synchronized sound) slide presentations, and a new microfilm reader-projector.

R. D. Marshall of Capitol Film and Radio Company presented a new series of audio tapes on Negro History for preview and evaluation by institute participants.

Films Used in the Institute

MALCOLM X: STRUGGLE FOR FREEDOM

A portrait of this revolutionary personality, hero of the black liberation movement. It was filmed during his trip to Europe and Africa, just three months before his assassination. Malcolm discusses racial problems and other social agonies of our age at a time when his views were rapidly evolving toward a new approach.

THE CRY OF JAZZ

Young Negro intellectuals protest the death of jazz at the hands of the whites and the sufferings of Negroes in America. "The first film in which the Negro has issued a direct challenge to the white... This film assuredly belongs to history."--Kenneth Tynan, The Observer

STILL A BROTHER: INSIDE THE NEGRO MIDDLE CLASS

In an incisive documentary written, produced, and filmed by an all black crew, the Negro community shows itself from an inside point of view. The film is organized in three main sections: the social and business life of the Negro middle class; its reactions to and involvement in the civil rights struggle of lower class

brothers; and the newer mental revolution which may be signalling a separatist movement of withdrawal from the mainstream of American Society. Specifically, the film deals with such questions as behavior and aspirations of the Negro middle class, the nature of the society which parallels but is completely separate from the white counterpart, problems of housing in prestigious communities and resorts, the rise of black culture, and the role of religion in a period of Black Nationalism.

THE BATTLE OF NEWBURGH

This film examines the tightened relief code proposed for Newburgh, N. Y. by its city manager, Joseph Mitchell. The camera takes viewers into the homes of several families on relief. A housewife tells what it means to live on a relief budget and a father, having just been denied city aid, describes the situation facing his family. Ministers, businessmen and other townspeople give their views; and we look in on groups discussing the problem in a church and at a tavern. City Manager Mitchell is shown speaking on the welfare code to various civic groups. The code itself is outlined, as well as its relation to taxation, housing, employment and business growth. Winner, special award, presented by the National Conference of Social Welfare. An NBC "White Paper" Presentation.

UPTOWN: A PORTRAIT OF THE SOUTH BRONX

Depicts this disadvantaged community, showing both the external poverty of the dilapidated tenements, poorly paved streets and filthy parks, and the impoverished welfare recipents who live there.

WHERE IS PREJUDICE?

Twelve college students of different races and faiths are candidly shown while participating in a week long workshop to test their common denial that they are prejudiced. The workshop is under the guidance of Dr. Max Birnbaum, director of the Human Relations Laboratory at Boston University. As frank discussion and questioning of one another continues, latent prejudices emerge. The participants are unable to cope with this revelation.

B. Norfolk State College Staff

DIRECTOR: Dr. Wm. P. Robinson, Sr., Director Division of Social Sciences, Chairman, Department of Political Science, Virginia State College at Norfolk

ADMINISTRATIVE ASSISTANT: Professor Brinston B. Collins, Associate Professor, Department of Political Science, Virginia State College at Norfolk

INSTRUCTORS:

Dr. Harry W. Morris, Professor of History, Virginia State College at Norfolk

Professor Muriel Y. Holmes, Assistant Professor, Department of History, Teaching Fellow in the Carnegie-Mellon Experimental Program, Virginia State College at Norfolk

Professor Mamye E. Bacote, Teacher, Huntington High School, Newport News, Virginia

MEDIA SPECIALIST: Professor Grady James, Assistant Professor Audio-Visual Center, Virginia State College at Norfolk

CONSULTANT: Professor Y. B. Williams, Assistant Principal, Armstrong High School, Richmond, Virginia

SECRETARY: Miss Priscilla A. Harris, Virginia State College at Norfolk

LECTURERS:

Topic: INTRODUCTION TO POLITICAL SCIENCE

Dr. William Buchanan, Professor, Washington and Lee

University, Lexington Virginia

Topic: THE SECOND RECONSTRUCTION

Dr. Jewel Prestage, Professor, Department of Political Science, Baton Rouge, Louisiana

Topic: SECTIONAL ANALYSIS OF NEGRO PARTICIPATION IN POLITICS-STUDIES

Dr. Mack Jones, Chairman, Department of Political Science, Atlanta University, Atlanta, Georgia

Topic: SECTIONAL ANALYSIS OF NEGRO PARTICIPATION IN POLITICS-STUDIES

Mrs. Mary Grigsby, Instructor, Emmanuel College Boston, Massachusetts

Topic: THE SECTIONAL ANALYSIS OF NEGRO PARTICIPATION IN POLITICS-STUDIES

Dr. John Strange, Director, North Carolina Fund, Professor, Department of Political Science, Duke University, Durham, North Carolina

Topic: THE FUTURE OF NEGRO POLITICS

Dr. Samuel D. Cooke, Department of Political Science, Duke University, Durham, North Carolina

Topic: THE FUTURE OF NEGRO POLITICS

Mr. Melvin King, Executive Director, Urban League of Greater Boston, Inc., Roxbury, Massachusetts

III. SPECIAL REPORT

The challenges, experiences and excitement of this Institute convinced the Staff that the approach has added new and daring dimensions to the very significant area of the continued education of social science teachers. Each member of the Institute firmly believes that the experiment should be repeated. The Institute program additionally represents a realization on the part of the Federal Government of the important role which Civics could play in the political socialization of Americans. Especially, is this true of the thrust of this Institute which examined in depth the role of the Negro in the American Political Process.

The Staff of the 1969 Norfolk State College Civics Institute found the experience to be personally rewarding. It is the general consensus of all involved that this venture was a remarkable success. This conclusion by the staff is buttressed by the fact that the responses of the participants were overwhelmingly positive.

The many factors which contributed to the success of the Institute were: preinstitute consultation and planning, opportunity for intensive discussions and debate, challenging and informative guest lecturers, educational field trips, and varied social activities. The factor which perhaps contributed most to the success of the Institute effort was the competent and hard working staff, the melding of content and teaching strategies in the video-taped lessons with group observation on closed-circuit television. The Upward Bound student volunteers made up the experimental class.

Invaluable exchanges of ideas occurred among the teachers from varied backgrounds and teaching situations especially on the

matter of the possibility of introducing these new materials and methods into their classrooms. The staff feels a strong commitment to the basic objectives, format and program of the 1969 Norfolk State College Civics Institute.

The staff endorsed wholeheartedly the employment of Sensitivity Training sessions introduced and led by the Director. The Tarrytown NDEA Pre-institute Planning Conference, sponsored by the Center for Research and Education in American Liberties suggested the utility of group techniques to the Director in 1968 as a means of creating ingroupness, and quickly providing a frame of reference for more relaxed interpersonal exchanges. Much of the successful uninhibited exchange in the Institute may have found its origins in the initial sensitivity training groups.

IV. EVALUATION

A. Relations with USOE in all Programs and Fiscal Matters.

Relations with the United States Office of Education have been superb from the date on which we received Mr. Bigelow's letter indicating an early approval of our proposal and inviting the Director to arrange to attend the National Conference of all EPDA Institute Directors, to the funding of our Institute on February 6-7, 1969 at Norfolk State College. Since that time all requests for reallocation of funds to meet new exigencies have been adjusted with amazing dispatch via telephone and letter. Dr. Charles Foster, Director of Civics and International Studies has been unstinting in his cooperation with our Institute. We added an exciting black lecturer to our roster on his suggestion in one of these realloca- of funds arrangements. He was also most helpful in assisting us in securing the approval of funds for video-taping our demonstration teaching sessions. Our experiences with USOE certainly do not support the bureaucratic red tape stereotype.

B. Relations with the College Administration.

The Norfolk State College Administration was proud of the award granted to the Department of Political Science and instructed all units of the College to give their cooperation to the Director of the Institute and his staff.

1. The Provost's Office rendered yoeman service in assisting the Director with placing an Institute secretary on the payroll.
2. The Business Office processed all necessary requisitions promptly and arranged to have participants' checks available

on schedule.

3. The Library Director and his staff gave us their full cooperation in ordering books and processing them for use in the Institute.

4. Special arrangements were made by the Dining Hall Service to provide a communal luncheon each day of the Institute The Dining Hall also serviced a coffee-break each day of the Institute.

5. Printing and Photographic Services were willingly provided in several phases of the Institute.

C. Pre-Institute Preparation.

1. Upon the receipt of the notification of the funding of the Institute the Plan of Operations had to be perfected. This was completed following the Director's consultation with an aide from Dr. Foster's office at the National Conference of all EPDA Institute Directors for the Summer 1969.

2. A total of one thousand eight hundred and seventy-five (1,875) special brochures were sent as notification of the Institute:

a.	High Schools in Virginia	150
b.	Superintendent of Schools - Detroit, Michigan	200
c.	Superintendent of Schools - Cleveland, Ohio	250
d.	Superintendent of Schools - Charleston, S. C.	150
e.	Superintendent of Schools - Atlanta, Georgia	175
f.	Superintendent of Schools - Washington, D. C.	200
g.	Superintendent of Schools - New York, N. Y.	150

h.	Superintendent of Schools - Greensboro, N. C.	150
i.	Superintendent of Schools - Memphis, Tenn.	200
j.	Superintendent of Schools - Durham, N. C.	100
k.	Superintendent of Schools - Raleigh, N. C.	150
		1,875

Press releases regarding the Institute were handled through the College Public Relations Office. Coverage was carried in Civic Education and Service Publications.

3. Communications with the selected staff was carried on from January through May 2, 1969 when a full staff meeting for two days was held to perfect final procedural and substantive matters. (See Agenda for Full Staff Meeting--Appendix.) Preparations for securing space for offices, classrooms, reading rooms, and media laboratory were delineated and the necessary communications perfected. Staff member outlines and bibliographies were reviewed. Special attention was given to provide visiting lecturers with the objectives and the thrust of the Institute.

4. The major portion of the mail requesting information and applications came between February 1, 1969 and the deadline date of March 17, 1969. A procedure was established to eliminate instances of clear ineligibility and only persons whose eligibility was clear were sent application packets. Four hundred (400) inquiries were received and each inquiry was given a reply. Four hundred (400) packets were mailed. Eventually one hundred twenty-five (125) persons completed applications and were considered for the Institute.

Selection of participants was executed on the basis of the following criteria:

a. Have not participated in any previous EPDA Institute in civics, nor hold the Master's degree

b. Have one or more years experience in teaching one or more classes in civics, community civics, citizenship or government or one of the other social sciences in grades 9-12, and evidence of a similar assignment for the 1969-1970 school year

c. Have an A.B. or B.S. degree, and be a certified teacher in the area in which employed

d. Be at least five years from retirement

e. Ability to benefit from the Program of the Institute

The Selection Committee composed of members of the Institute staff, also took into consideration the extent to which applicants had the potential for effective participation and benefiting from the Institute, as well as their possible influences upon others in the profession. Of the twenty-two (22) participants selected, two (2) indicated that they would be unable to attend and alternates were chosen. The large number of well qualified applicants created a special problem for the Selection Committee. Many screenings resolved the obvious difficulty.

D. Orientation of Participants

Some weeks before the opening date of the Institute the participants were sent a statement of purposes, personnel, map of the area, information on hotel arrangements and an announcement of the "Get Acquainted-Registration Party" at the home of the Director on June 15, 1969 at 7:00 p.m. Upon their arrival on June 15, all twenty-two (22) attended the Get Acquainted Registration Party. They

were officially welcomed to the Norfolk State Institute. The Secretary of the Institute, the female methodologist, and a student secretary served as hostesses. Members of the staff were introduced, and participants were introduced followed by orientation remarks by the Director. Graduate credit registration forms were distributed as well as official enrollment forms. The Institute began on Monday, June 16, 1969 with Sensitivity Training sessions. All participants were invited as colleagues to plunge into this adventure.

The Institute clerical and stenographic facilities were located near the content lecture room and the Library of the New Science Building, in which some of the teaching strategies sessions were held. Other teaching strategies sessions were held in a large commodious room adjacent to the office of the Provost of the College. The Institute Director's Office was also situated near the instructional sites. The Institute was spatially able to operate more or less as a self-contained unit.

1. Formal lectures in P.S. 400 were given in the Lecture Room of the Science Building.
2. The Reserve Book Librarian served as Librarian for the 1969 EPDA Institute. She arranged library cards for all participants. She further managed the check-out and checking-in of all the more than 200 reserve volumes purchased for the Institute Reading List. The only Library problem lay in the matter of procurement of two books. Displays of teaching materials supplied by various companies were placed in the Library and samples were given to participants.

3. The T.V. Video-Taped demonstration and Closed-Circuit T.V. observation was conducted in the air-conditioned Communications Center of the College. The Audio-Visual staff person worked out the details for programming in the A.V. Center with the T.V. Director after consultation with the Director of the Institute. Sixteen MM projectors, front and rear screen facilities, 8MM projectors, slide and film projectors, tape recorders, record players, listening stations and ample commercially produced materials were available. The production area contained diazo equipment, thermal copy equipment, or copy stand and camera, dry mount press, a complete graphics area, supplies and materials to be used with the equipment. The laboratory was open from 11:00 a.m. to 5:30 p.m. daily and by appointment with the A.V. staffers.

E. Field Trips

Institute field trips included a visit to historic Willismsburg.

1. Some participants from the local area suggested that the field trips be scheduled beyond the state to include Washington, D. C. and New York.

F. Participant - Staff Communication

1. The Director was accessible at all times during regular 8:45-5:00 period for conferences with participants. The Administrative Assistant was available at all times for assistance to participants on personal problems. A one half-hour break for coffee, doughnuts and punch was schedul-

ed each morning from 9:45 a.m. to 10:15 a.m. at which time participants and all members of the staff had informal discussions.

2. The staff and the Director joined the participants for lunch.

3. The Director attended nearly every session of the formal part of the Institute and lectured in the content area.

4. The participants selected a Social Committee which was instructed to act also as their liaison for gripes to the Director.

G. Visiting Lecturers and Consultants

1. Each of the visiting lecturers made a most worthwhile, stimulating and informative presentation which was well received by the participants. Visiting lecturers were housed at the hotel so that as much contact as possible might be provided for the participants and these outstanding professors. Each lecturer prepared to address himself to the designated topic assigned to him. The participants rated all the lecturers as excellent. They were especially stimulated and excited by the debate on "Black Power" between Professors Cook and King.

H. Unique Features

1. Video-taped, Closed-Circuit T.V. observation of demonstration classes.

2. The Sensitivity Training Sessions which removed many inhibitions to forthright exchanges among participants and established the identity of personalities in the Institute.

3. Luncheon - communal. Staff and participants ate lunch together and discussed teaching, classroom problems and other academic experiences. These informal sessions proved quite valuable, revealing asperations, intellectual interests and problems of individual participants.

4. Compatibility. The participant group congratulated itself upon the general congeniality and conviviality evidenced throughout by the ease of communication and freedom of discussion.

5. Socials. The group held two closed cook-outs. There was a fish fry at the home of the Director, following a fishing trip in Chesapeake Bay. The followship was very much evidenced on these occasions. Local participants too gave closed parties for the members of the Institute. A final beach party was held at chesapeake Beach at the home of Norfolk State Faculty member.

I. Use of New Materials

1. Phamphlets, mimeographed materials, booklets, outlines of case studies, film references, and other reference materials were made available to the participants, also the "Holt Social Studies Curriculum" publications, "Major Concepts for the Social Studies" by Price, Roy A. Riddle, Donald H., Political Science in the Social Studies, Harvard Social Studies Project, Taking A Stand, Fenton, Edwin, Comparative Political Systems.

2. One seminar was devoted to a presentation of Fenton's "Discovery Method" using the overhead projector.

3. The Congressional Quarterly furnished one copy of each of their recent publications, and these were placed on display in the Library for examination by the participants.

4. Excerpts from journals, books, magazines and other sources were reproduced by the secretarial staff of student aids for distribution to participants.

J. What Enrollees Said They Would Do Differently

1. Reduce the reading list; provide more sensitivity sessions

2. Have more conference periods with the instructor

3. If students are to live off campus, I would try to make the reading for the content course in books to be bought by the students rather than on reserve

4. I would make the audio-visual department a more workable part of the Institute.

5. Keep everything the same except change the methods part to be more practical

7. Coordinate the content course with the methodology course

8. Adhere more closely to guidelines for class work

9. More group discussion with the group and more seminars

10. I would change the procedure of the method class

11. To the best of my experiences there would be no changes

12. I would suggest looking to the College's Education Department for instructors in methodology

13. Have guest speakers available after class for discussion sooner in program so as not to leave sessions hanging

14. Make the methodology course more compatible with the content course.

15. Guarantee at least 3 free Wednesdays during Institute

16. Don't need group introduction for three days, a waste of time

We feel that our two major objectives were accomplished. The staff feels further that follow-up visits during the academic year will help motivate participants to employ in their classes the ideas, skills, and knowledge, to which they were exposed during the Institute.

K. Follow-Up Arrangements

1. The Director and members of the Institute staff will visit a number of the participants' high schools in Virginia and the other states during the fall and winter of the academic year 1969-1970 if funds are reallocated for this function. The purposes of these visits will be an attempt to assess the extent to which the content, various techniques, tools and materials explored in the Institute program are being implemented, and what problems are involved, administrative and otherwise.

2. Participants were informed that they would be requested to submit a follow-up report one semester after the termination of the Institute. The report is to include information regarding changes in the high school civics program including:

   a. the inclusion of content

   b. textbooks

   c. other tools and materials, methods and techniques

   Assess the Institute's effectiveness in terms of these changes as they relate to the goals and objectives examined therein

3. The staff will attempt to remain relatively accessible to the participants during the academic year.

L. Major Strengths of the Institute

1. The major thrust of dealing with the Negro in the American Political Process
2. The excellent rapport achieved between the staff and the participants and the participants themselves
3. The new materials and approaches
4. A competent and well coordinated staff
5. The melding of content and methods in the video-taped demonstration lessons
6. The excellent cooperation of the College Administration
7. Stimulating, exciting and informative lecturers and discussions
8. The high caliber of the participants and the congenial relationship among them
9. The courses Political 400 and 401 were well disigned, well taught and well received
10. Literature made available to the participants
11. The experimental spirit of the effort between participants and the staff as colleagues

M. Major Problems Encountered and Our Solutions

1. We solved the problem of the volumes which were unavailable with substitutions and special mimeographed excerpts from journals, magazines, books and other sources.
2. We solved the shortage of the required volumes on the reading list with pertinent excerpts from the books.

N. Other Aspects of the Norfolk State Institute

1. The overall objective of the Institute was to upgrade high school social studies in the area of Civics teachers by providing professional experiences in the American Political Process in which the role of the Negro would be emphasized. This objective was achieved by introducing the participants to the analytical approaches of the Political Process and its correlate Systems Analysis. The role of the Negro was thus examined in the context of Inputs, Demands, Supports, Apathy, Decision-Making Agencies and Outputs, Benefits, Rewards and Deprivations. The dynamics and meaning of politics was thus focused and sharpened. This was a far cry from the traditional structure-function approach. For example, several outstanding participants observed that they would no longer teach the area of Reconstruction as they had done heretofore. They would view the era for what it was and prepare the students for the Negro Renaissance and the current unbloody revolution for what it really is. This analytical content approach was buttressed with the teaching strategies component which stressed Inquiry, Problems, and Socratic Analysis. These were combined in practicum Video-taped Closed-Circuit TV demonstration classes. Observation and evaluation were built into this process. The lessons were planned and executed by the participants. This was one of the innovative features of our Institute.
2. Grade-levels. The grade levels 9-12 were feasible since the high school Civics courses are taught at these levels.

We feel, however, that the Process and Systems approaches can be usefully modified to serve 7-8 grade levels as well.

3. Dates. June 16th seemed to be a desirable beginning date inasmuch as most high school teachers are not released until mid-June. The June 16th date also allowed our staff time for pre-Institute meetings and preparation of materials.

4. Optimum number of weeks. Seven weeks of intensive application and high level performance proved to be about the optimum span for both our staff and participants. Several participants suggested that a longer period at the beginning and end of the Institute be devoted to sensitivity training sessions. Directors should be exposed to the unstructured sensitivity training provided at Tarrytown and to the theory as well.

5. Participants. Twenty-two (22) participants was a workable size although some participants suggested that twenty might produce greater group cohesion, etc.

   a. The choice of more than one teacher from a single school should be left fluid.

   b. The inclusion of some supervisory personnel in future institutes might be advisable, especially social studies supervising teachers.

6. The content class period was two hours in duration. This allowed ample time for discussion following the lecturers. The methodology class was one-hour in length and this was followed by a visual aids component. The participants were free on Wednesday's for work in the Audio-Visual Laboratory or in the Library. Participants spent approximately thirty hours per week in the Institute.

7. The staff-participant ratio seemed adequate. The two teaching strategists worked extremely well together and as group leaders of the four groups into which the participants were divided. The six staff members, the secretary and the student helpers were indispensible to the successful operation of the project.
8. The budget, as negotiated, seemed to have been adequate. Allocations for video tapes and copier should be included in any future Institute budget.

O. Potential Impact

The Norfolk State Civics Institute provided a much more vigorous and exciting training in civics than could be obtained in regular graduate courses. Overall, we feel that such an Institute certainly will elevate the quality of the teaching of high school civics giving perspectives and insights on the Negro as a component of the American Political Process.

Our Institute is in line with the efforts of the Political Science Department to place more emphasis upon substantive courses for the preparation of secondary school teachers. The participants expressed their recognition of the need for the substantive elements developed in the course Political Science 400.

We feel that the establishment of this dialogue with secondary school teachers in the social sciences will mutually benefit the teacher education curriculum of the college and open the way for upgrading the programs in the secondary schools of the cities surrounding the College.

We feel, finally, that the type of open, objective, analytical exchange permeating the Institute is vital to a liberal education and rare in regular college programs.

NORFOLK STATE COLLEGE
EPDA ADVANCED STUDY
CIVICS INSTITUTE

PARTICIPANTS' EVALUATION
of
Staff and Lecturers

(Highest possible Score 110)

	A. Qualifications	B. Effectiveness	C. Recommendation
1. William P. Robinson (Subject matter specialist in Political Science and Director)	110 (100%)	106 (97%)	107 (98%)
2. Harry Morris (Subject matter specialist)	104 (95%)	101 (92%)	83 (75%)
3. Muriel Holmes (Methodology specialist in Social Studies Ed.)	84 (76%)	56 (51%)	54 (49%)
4. Mamye Bacote (Methodology specialist in Social Studies Ed.)	93 (84.5%)	87 (79%)	83 (75%)
5. Grady James (Media specialist in Audio Visual)	97 (88%)	93 (84.5%)	88 (80%)
6. Brinston Collins (Administrative Assistant)	101 (92%)	99 (90%)	98 (89%)
7. William Buchanan (Visiting Lecturer)	99 (90%)	85 (77%)	87 (79%)
8. Jewel Prestage (Visiting Lecturer)	89 (81%)	65 (59%)	62 (56%)
9. Mack Jones (Visiting Lecturer)	106 (97%)	93 (84.5%)	98 (89%)
10. John Strange (Visiting Lecturer)	103 (94%)	96 (87%)	96 (87%)
11. Samuel Cooke (Visiting Lecturer)	109 (99%)	101 (92%)	102 (93%)
12. Melvin King (Visiting Lecturer)	94 (85%)	98 (89%)	101 (92%)

ACTIVITIES AND EXPERIENCES

	CHOOSE ONE	NO. OF RESPONSES
1. Audio Visual		
All of the objectives were realized	5	14
	4	6
	3	1
	2	1
None of the objectives were realized	1	0
		22
2. Distinguished Lecturers and Discussions		
Always an enriching experience	5	14
	4	8
	3	0
	2	0
Not a worthwhile experience	1	0
		22
3. Contribution of Participant Differences		
Was one of the most important values of the Institute	5	18
	4	4
	3	0
	2	0
Was of little value	1	0
		22
4A. Choice of Participants		
Appropriately chosen	5	17
	4	4
	3	1
	2	0
Inappropriately chosen	1	0
		22
4B. Bringing Family		
Appropriate	5	1
	4	2
	3	2
	2	1
Inappropriate	1	10
	no response	6
		22

	CHOOSE ONE	NO. OF RESPONSES
5A. Realization of Stated Objectives		
All of the objectives were realized	5	10
	4	10
	3	2
	2	0
None of the objectives were realized	1	0
		22
5B. Political Process		
Will have significant importance in my teaching	5	15
	4	6
	3	1
	2	0
Will be of no importance in my teaching	1	0
		22
5C. Inquiry Skills for high school students		
Will have significant importance in my teaching	5	7
	4	5
	3	6
	2	2
Will be of no importance in my teaching	1	2
		22
6. Resources (Library)		
Excellent	5	14
	4	7
	3	1
	2	0
Poor	1	0
		22
7. Participant workload		
Appropriate, reasonable	5	15
	4	3
	3	4
	2	0
Inappropriate	1	0
		22

ACTIVITIES AND EXPERIENCES

1.	Interest of Audio-Visual phase to participants	99 - 90%
2.	Experiences with visiting lecturers and discussions	102 - 93%
3.	Contribution of participant differences to the value of the Institute	106 - 97%
4.	Participants:	
	a. Selection of Participants	104 - 95%
	b. Second objective	31 - 28%
5.	Realization of stated objectives	92 - 83.6%
	a. First objective	102 - 93%
	b. Second objective	79 - 72%
6.	Resources	101 - 92%
7.	Participants' Workload	99 - 90%

INSTITUTE EVALUATION - PART II

William P. Robinson, Sr., Director
EPDA Advanced Studies Institute in Civics

QUESTIONNAIRES

A. Suggested Changes for the EPDA Civics Institute by Participants

1. More elaborate sensitivity sessions
2. Reduce the reading list; provide more sensitivity sessions
3. More group participation and exchange
4. Have more conference period with instructor
5. If students are to live off campus, I would try to make the readings for the content course in books to be bought by the students rather than on reserve. I would make the audio-visual department a more workable part of the Institute.
6. Keep everything the same except change the methods part to be more practical. Except for simulation, inquiry experience was futile, unproductive exercise; the instructor could not relate to our problems, did-not answer our questions, didn't have practical experience.
7. Coordinate the content course with the methodology course; get some one else to teach the methodology course if the instructor continues to be indifferent.
8. Adhere more closely to guidelines for class work
9. More group discussion with the group and more seminars
10. Lighten reading load somewhat, guarantee at least 3 free Wednesdays during Institute; the methodology course was most frustrating because I felt that none of the questions I asked were answered; close the communication gap.
11. I would change the procedure of the method class.
12. To the best of my experiences there would be no changes.
13. I would suggest looking to the College's Education Department for instructors in methodology. I would emphasize actual experience in teaching secondary school.
14. Conduct the methodology course differently. Lecture to describe it. Each individual make a unit for their own situation.
15. Have guest speakers available after class for discussion.sooner in program so as not to leave session hanging. We could use now another week to condense entire session. Don't need group introduction for 3 days and waste of time.
16. Make the methodology course more compatible with the content course. The methodology was disappointing not because I think inquiry is a poor method but because we never really were able to accomplish or learn anything about it.
17. Structure the methodology to include varied approaches. More emphasis on Mr. James participation. Select from various teaching approaches insofar as teaching the lesson via T.V.
18. More experience with Mr. James; more discussions among group-debates, panels, etc; more methods available to teach lesson on T.V.; more access to question guest, lecturer as was arranged with Dr. Jones and Dr. Strange.

19. Devise a new form to introduce or acquaint the participants with each other than "sensivity."
20. Precept outside readings three times a week and have seminar twice weekly. Expose a group of six to a different preceptor every week.
21. Instead of synopsis-oral recitations and interpretations, change the methodology instructor to a person more in tune with the high school situation and better able to project to the participants her ideas.
22. More sensitivity sessions

B. Comments on following experiences: (Audio-Visual Phase

1. Very enriching
2. Good
3. No comment
4. The movies presented gave a lot of insight into the ills of society prejudices modes of escape from existing conditions, and various political viewpoints.
5. Somewhat limited but quite interesting - a tour of the communication center demonstration and instruction of operating audio-visual machines and making teaching materials
6. More emphasis could have been given to the equipment in teaching
7. I enjoyed the films - many would not be useable in my teaching situation but they added to my understanding.
8. This phase should be more closely associated with the program. Also made available opportunity to work audio-visual T.V. equipment and sessions with those persons.
9. As presented the program was very enriching and helpful.
10. The audio-visual was excellent.
11. More definite follow up on the film itself; group discussion
12. Movies were interesting and valid and relevant. I wish we could have had more time for questions and answers. We always seemed to be on the run to another activity and did not do justice to the AV phase.
13. Films were timely; closed circuit T.V. most impressive.
14. It did not seem to be co-ordinated with the course work. Each film should have been tied in with the phase of work discussed at the time that we view a film.
15. Good films but not used well; should have been structured differently-break small groups for example. More exposure new machines that is organized.
16. The selection of films was good. It would have been good if we could have had follow-ups after each one.
17. Very good
18. Films were meaningful and motivated discussions.
19. Highly effective but should be more related to content of both courses.
20. Most enriching prolong follow-up discussion.
21-22. NA

NA---No Answer

C. Social Contacts

1. Excellent
2. Very good
3. Excellent
4. Good
5. The social contacts were excellent.
6. Excellent; the people were great and I grew a lot intellectually and psychologically from the many chances for interaction.
7. The social committee did a beautiful job. Mr. Smothers is to be commended for his leadership.
8. Enabled participants to know each other better. They were enjoyable.
9. I think the above activities were well planned but could have had more of them.
10. Helpful in terms of learning to live together; hopeful in terms of believing that if we can appreciate each other in the Institute than surely we can do it in our schools and communities. Personally, I wasn't able to keep up with all the activities but the ones I participated in were well planned and enjoyable.
11. Very good; well planned
12. I have gotten to know more about race relations.
13. Very enjoyable
14. Very good experiences for becoming "closely knit" group, learning and understanding each other.
15. Very well handled; would allow participants to select roommates after first week alone.
16. Outstanding-no other work-we formed our own cliques but still functioned as a whole group which was beautiful.
17. Beautiful-physically relaxing, socially entertaining and intellectually stimulating.
18. Very informative and interesting; I found this to be an outstanding experience. I would suggest that some method be derived to have 100% participation at all social functions.
19. Well planned
20. No comment
21. Excellent
22. Very good-one of the real high points of the Institute.

D. Fellow Participants

1. A group with very diverse backgrounds but some common element which allowed very close relationships to develop.
2. Good for the purpose
3. No comment
4. I found the other participants friendly and helpful.
5. Fine individuals, intelligent, socially pleasant, and conversive-many were fine dancers and drinkers.
6. Interesting group-developed friendships-learned great deal from them.
7. Well chosen and interesting to meet and work with
8. Would initiate sensitivity training session such as conducted in film racial prejudice at beginning and end of session
9. A wonderful group to be with
10. The friendships made over the course of the Institute have been rewarding and enjoyable.

11. All were very good to get along with.
12. I learned much from my fellow participants. I only wish we could have known each other better.
13. Just great; I would not have missed the experience of knowing and growing with them for anything. I appreciated their integrity and candor and sense of humor.
14. A most congenial group
15. It was an interesting experience working with my fellow participants.
16. The people were great. I'll never quite forget Dr. R. dancing or election night.
17. Excellent
18. Good
19. Very cordial group
20. Good
21. Widely varied
22. NA

E. Your committee (Social)

1. Very effective
2. Highly effective
3. Fine
4. Good
5. Excellent
6. Good
7. Those activities planned by the social committee were excellent. The Institute reception was well organized and implemented.
8. The committee to serve as many interests as possible in view of the facilities that the area has to offer.
9. The committee was excellent. All outings and tours were very well planned.
10. Worked hard, and it showed in the effective activities we experienced
11. Very interesting activities
12. The committee was excellent. All outings and tours were very well planned.
13. The social committee functioned very well.
14. Excellent planning and activities
15. Very good
16. Did a fine job; too bad Brother Smothers got hit with the heavy work load.
17. Kept up, informed, good job
18. Did an excellent job; it seems to me Mr. Smothers did most of the work. I'd suggest that if it is a committee it should work as much.
19. Performed its duties well
20. More organization
21. Very effective
22. The chairman did an outstanding job.

F. Role of Director

1. To organize the complete program; he did a very outstanding. He also delivered 2 lectures.

NA---No Answer

2. To oversee the entire experience; to tie up loose ends and see that all operations were ship shape
3. Director and lecturer
4. To organize, supervise, and instruct; did an excellent job in all areas; very sociable and always ready to listen to anyones problems; also a good dancer
5. One of organization, supervision, part time lecturer and an interesting social companion when he could make it
6. Primarily in the background but I always feel if a situation arose in which I needed him I could have counted on his support and help
7. The Director kept things moving. His absence was felt.
8. Did an excellent job in supervising the Institute
9. Director and shared in lectures in the content area
10. The Director was the real spirit of the group. His example of involvement in the political process gave hope to the group.
11. Leader and morale booster; he was a man of integrity and ambition who inspires those traits in others. I only regret not having a chance to get to know him better.
12. To guide the Institute; facilitate smoothness of program
13. His role as I saw it was to coordinate all activities and serve as a liason between the participants and the instructors. He was best when lecturing to the Institute.
14. Organizer, leader, social activist, and listener; I think Dr. R. drew the admiration, respect, and affection of all of us. He is got to be one of the greatest. I feel lucky to have known him.
15. To conduct the Institute
16. Very active role as leader and consultant and resourceful person
17. Very effective
18-22. NA

G. Contrast Objectives of Institutes Attended

1. This Institute was more specific than the other Institute that I attended.
2. The objectives here were more realistic.
   Emphasis in my prior Institute was more on content.
3. They were in completely different fields-elementary reading and English instruction. Objectives of them and this one were content material and method of teaching (implementing the content).

4-22. (Does not apply)

H. Judging Effectiveness as a Teacher After Having Attended The Institute

1. My teaching has improved in elementary reading and English. I will be better able to discuss the Negro in the American Political System in history class.
2. I feel that I will be better prepared to teach U.S. History as a result of this Institute.
3. I feel that I can place the Negro in his proper political perspective as a result of this Institute.
4. Very good

5-22. NA

NA---No Answer

I. Other Information which might be helpful to the Director

1. The content was very informative. It made a great contribution to my store of knowledge on the Negro.
2. This Institute seems to have worked to help buckle down the racial problems.

3-22. NA

J. Other Comments Not Covered

1. I'd suggest that the participants be given more opportunities to question, discuss, and debate one another. After Mr. King and Dr. Cooke's T.V. debate, the panel of participants to react was excellent. However, the class should have been given the opportunity to react to the panel; more group discussions
2. Send reading assignment early; select paperbacks where possible so participants may buy them for personal library
3. This being my first Institute have given me an opportunity to have something concrete to work with. It was very informative and I really enjoyed it.
4. This summer has been quite an experience for me and I appreciate the opportunity of sharing it with very effective leaders and enthusiastic participants. I know that I have learned more than my graded work would indicate and I hope I'll have the courage to apply what I have learned.
5. It is my judgment that you should apply for the renewal of your grant to continue this Institute. It is a worthwhile contribution in the field of education and race relations.
6. THANKS
7. Provide take home exams with value of one quarter of grade and have reading materials embracing more up-to-date writings, including those from militants.

8-22. NA

NA---No Answer

APPENDIX V

COMPONENTS

The Negro and the American Political Process (Political Science)

M A J O R T H E M E S

1st Week June 19-20 Professor Buchanan

UNIT I. WHAT IS POLITICAL SCIENCE?

A. Definitions

B. Nature

C. Methodology

D. Scope

E. Problems

F. Relationship to the Social Sciences and Social Studies

UNIT II. APPROACHES TO THE STUDY OF POLITICAL SCIENCE

A. Legal - Institutional

B. Behavioral

C. Process and Systems

2nd Week June 23-28 - Professor Morris

UNIT III. THE NEGRO IN POLITICS FROM 1865-1877

A. The Negro's Entry into Southern Politics

B. The Negro in the State Legislatures

C. Southern White Opposition

3rd Week June 30-JULY 5 - Professor Morris

UNIT IV. THE BETRAYAL AND DISILLUSIONMENT OF THE NEGRO WITH THE POLITICAL PROCESS 1877-1920

A. The Compromise of 1877 and its Significance for the Negro

B. The Negro and Bourbon Politics

C. The Negro and Southern Populists

D. The Process of Disfranchisement

E. The Negro and Progressivism: North and South

F. The Great Exodus

4th Week July 7-12 - Professors Morris and Prestage

UNIT V. THE GREAT POLITICAL SHIFT: COALITION POLITICS

A. The Shift into the New Deal Coalition

B. The Negro as a New Political Force

5th Week July 14-19 - Professor Morris

UNIT VI. THE SECOND RECONSTRUCTION

A. Federal Intervention and Negro Political Power

B. Negro Pressure Groups

C. The Southern Negro v. the Power Structure

D. The Revolution in Civil Rights

E. Tensions in the Negro Movement

6th Week July 21-26 Professors Mack Jones, Strange and Grigsby

UNIT VII. SECTIONAL ANALYSIS OF NEGRO PARTICIPATION IN POLITICS-STUDIES

A. Negro in Southern Politics

B. Negro in Northern Politics

7th Week July 28-August 2 - Professors King, Cook, Morris and Robinson

UNIT VIII. THE FUTURE OF NEGRO POLITICS

A. Negro and the Democratic Coalition

B. The Negro and the Republican Party

C. Black Power and the Ghettos

COMPONENTS
THE NEGRO AND THE AMERICAN POLITICAL PROCESS

1st Week — June 16-22 -

Unit I and II — INTRODUCTION TO POLITICAL SCIENCE

REQUIRED READINGS:

Cleary, Robert E. and Biddle, Donald H., (eds.), Political Science in the Social Studies, pp. 1-80, 107-125.

Easton, David., "An Approach to the Analysis of Political Systems." (A Bobbs-Merrill reprint).

Irish, Marian D. and Prothro, James W., The Politics of American Democracy. Chapter I, pp. 3-21; Chapter 17, pp. 713-724. (Englewood Cliffs, N. J.: Printice Hall

Adrian, Charles R. and Press, Charles, The American Political Process. Chapter I, pp. 1-32; Chapter 22, pp. 683-713.

SUGGESTED READINGS:

Connery, Robert, (ed.), Teaching Political Science.

Charlesworth, James C., (ed.), Comtemporary Political Analysis.

Sorauf, Francis J., Political Science: An Informal Overview.

Storing, Herbert J., Essays on the Scientific Study of Politics.

Meehan, Eugene J., Explanation in Social Science: A System Paradigm. (Homewood, Ill., Dorsey Press. 1968).

Truman, David, The Govermental Process.

Roseman, Cyril, Mayo, Charles G., Collinge, F.B., Dimensions of Political Analysis, (Englewood Cliffs, N.J.: Printice-Hall, Inc.).

2nd Week — June 23-29 -

Unit III — THE NEGRO IN POLITICS FROM 1865-1877

Bailey, Harry Jr., Negro Politics in America. Columbus: Charles E. Merill, Inc. 1967,pp. 13-33.

Fishel, Leslie H. and Quarles, Benjamin, (eds.), The Negro American: A Documentary History, pp. 263-299. (Scott, Foresman and Co., and William Marrow and Co. 1967).

Stampp, Kenneth, The Era of Reconstruction, 1865-1877. New York: Knopf. 1965, pp. 119-185.

Quarles, Benjamin, The Negro in the Making of America. New York: Collier, 1964, Chapter 8.

3rd Week — June 30-July 6 -

Unit IV. — THE BETRAYAL AND DISILLUSIONMENT OF THE NEGRO WITH THE POLITICAL PROCESS 1877-1920

Broderick, Francis and Meir, August, (eds.), Negro Protest Thought in the Twentieth Century. Indianapolis: Bobbs-Merrill Co., pp. 3-91.

Cuban, Larry, The Negro in America. Atlanta: Scott Foresman, pp. 77-85; pp. 86-94.

Fishel, Leslie H. and Quarles, Benjamin, (eds.), The Negro American: A Documentary History. Scott, Foresman and Co., and William Marrow and Co., pp. 321-357; 370-399; 403-435.

Franklin, John Hope, "Legal Disfranchisement of the Negro," Journal of Negro Education. 26: 241-248 (Summer) 1957.

Logan, Rayford, Negro in American Life and Thought. Collier: 1965, pp. 23-124; 126-183.

Meir, August, Negro Thought in America 1880-1915: Racial Leadership in the Age of Booker T. Washington. Ann Arbor: University of Michigan Press, 1963, pp. 85-121; 207-256.

Woodward C. Vann, The Strange Career of Jim Crow. New York: Galaxy, 1955, pp. 49-95.

4th Week — July 7-13 -

Unit V. — THE GREAT POLITICAL SHIFT: COALITION POLITICS

Bailey, Harry, Jr., The Negro Politics in America, pp. 314-337; pp. 338-352.

Franklin, John Hope, From Slavery to Freedom, pp. 523 -543

Lubell, Samuel, The Future of American Politics. New York: Harper & Row, 1952, Chapter 3.

Moon, Henry Lee, "The Southern Scene," Phylon. 16: 351-358.

Quarles, Benjamin, The Negro in the Making of America. New York: Collier, 1964, pp. 191-214.

5th Week — July 14-20 -

Unit Vi. — THE SECOND RECONSTRUCTION

Banfield, E. C., Big City Politics. Harvard University 1965, pp. 293-313

Broderick, Francis and August Meir, (eds.), Negro Protest Thought in the Twentieth Century. Indianapolis; Merrill Co., pp. 263-304; 357-383; 405-428.

Cuban, Larry, The Negro in America. Chicago: Scott Foresman, 1964, pp. 163-176.

Harbison, Winfield and Alfred Kelly, The American Constitution, Its Origin and Developments. New York: Norton, 1955; pp. 924-957.

Lubell, Samuel, The Future of American Politics. New York:

6th Week — July 21-27 -

Unit VII — SECTIONAL ANALYSIS OF NEGRO PARTICIPATION IN POLITICS - STUDIES

Bailey, Harry, Negro Politics in America, pp. 366-367.

Banfield, Edward C., Political Influence. Glencoe, Ill.; Free Press, 1961, pp. 3-12; 62-90; 260-262; 263-303

Kent, M. Jennings, Community Influentials. New York: The Free Press, 1964, pp. 31-40; 121; 131-132; 136, 140, 148, 150; 152; 162; 200.

Key, V. O., Jr., Southern Politics in State and Nation. New York: Vintage Caravelle, 1963, Passim. (Optional)

Ladd, Carl Everett, Jr., Negro Political Leadership in the South. New York: Cornell University Press, 1966; pp. 17-47.

Matthews, Donald and Prothro, Donald., Negro in New Southern Politics, pp. 13-23; 37-60; 169-175; 176-200; 234-235 327-329; 331-336; 469-488.

Matthews, Donald and Prothro, Donald, "Political Factors and Negro Voter Registration in the South", American Political Science Review, pp. 355-367 (June, 1963).

Matthews, Donald and Prothro, Donald, "Social and Economic Factors and Negro Voter Registration in the South," American Political Science Review. 57: 24-44 (March, 1963).

Wilson, James Q., "How the Northern Negro Uses His Vote," Reporter, 22: 20-22 (March 31, 1960).

7th Week July 28-August 2 -

Unit VIII. THE FUTURE OF NEGRO POLITICS

Carney, Francis and Frank, Way, Politics in 1968, pp. 275-91.

Cook, Samuel, Politics in 1968, pp. 292-293.

Fager, Charles E., White Reflections on Black Power. Wm. B. Eerdmans Publishing Company.

Hamilton, Charles and Carmichael, Stokely, Black Power: The Politics of Liberation in America. Vintage Book (A Division of Random House).

King, Martin Luther, Defines 'Black Power' New York Times Magazine, June 11, 1967, p. 26.

Lubell, Samuel, The Future of American Politics, Politics of Twilight, pp. 238-244.

Lubell, Samuel, "The Negro and the Democratic Coalition." Commentary. 38: 19-27 (August 1964).

Rustin, Bayard, "Black Power and Coalition Politics." Commentary. (September, 1966), p. 35.

Smith, Jean, "I Learned to Feel Black." Redbook Magazine. (August, 1967), p. 64.

Wilson, James O., "The Negro in Politics," Daedalus. pp. 949-973, (Fall, 1965).

APPENDIX W

EPDA CIVICS INSTITUTE

The Negro And The American Political Process

Seminar

Major Topics

IST WEEK

UNIT I. The Nature of Learning and Political Science

A. Group analysis of Bruner's concept of learning and structure
What shall we teach and to what end?

B. The political process
Critique of the study and teaching of political science (government and civics)

1. Approaches to the study
2. The substance and scope of political science
3. Methods and techniques

2ND WEEK

UNIT II. Approaches to the Teaching of Civics and Government

A. Analysis of Public Controversy (Harvard)

1. Public Issues
2. Municipal Politics

B. Problems Approach (Minnesota)

3RD WEEK

UNIT III. Approaches to the Teaching of Civics and Government

A. Inquiry-Inductive Method (Carnegie-Fenton)

B. Case Study Method (Syracuse)

Units II and III will involve the class in experimenting with prepared units of work from different centers using different approaches

a) Analysis of Public Controversy

9(Harvard Social Studies Project)

b) K Through 12 Problems Course

(University of Minnesota)

c) Comparative Political Systems-Inductive

(Carnegie Institute)

d) Inter-University Case Problem

(Syracuse University)

Evaluation of each approach. Weaknesses, strengths, when, where, and how each could be best used.

4TH WEEK

UNIT IV. Materials and Sources

A. Survey of Curriculum Centers, Materials, and Projects.

B. Audio-Visual Materials

Viewing and analysis of material suitable for studying and teaching civics and government. The Negro in American Life.

C. Simulation Games

Futility or Learning?

A listing of and experimenting with games and the simulation process.
(To be conducted by members of the class who have used some of these games)

5TH WEEK

UNIT V. Project Presentations or Experimental Classes

Emphasis on
(People-Politics-Power)

A. Decision-Making

1. Formal Institutions

a) National Government
b) State Governments and Local

2. Political Parties, Interest groups, and Individuals

B. Civil Rights

Justice and Law
Protection and Restraint in Bill of Rights

C. Economics

1. Basic principles of our economic system

2. Relationship of economic freedom to political and individual freedom. Role of government.

D. Voting

Practices, Acts, Significance
(Role of government and people)

6TH WEEK

UNIT VI. Projects (Continued....)

E. Urban Problems and Civic Responsibility

1. Metropolis vs Central City
2. Housing (Ghetto)

F. Employment

G. Education

H. International Relations

Individual preparation of units or series of lessons within the framework of the area suggested or similar selected areas, with consideration in selectivity and preparation given to lectures, seminar sessions and particularly the Negro.

Include objectives, content, methodology, and materials. An oral and written project is to be

presented in the seminar or sample lesson conducted using experimental high school class.

Copies should be made available to each member of the Institute to be combined into a suggested guide.

(These lessons would serve as introductions to more detailed study.)

7TH WEEK

UNIT VII. The Future of Negro Politics

A. Present Political Strategies

B. Trends

Three members of the class directing discussion on Carmichael's, Black Power, and Bailey's, Negro Politics in America.

1. The author
2. Theme
3. Place of the book in political science
4. Reviews and conclusions.

APPENDIX X

Bibliography And

Materials To Be Used With Seminar

Unit I

** Bruner, Jerome S., The Process of Education, New York: Random House (Vintage Press), 1963.

** Riddle, Donald H., and Cleary, Robert S., editors. Political Science In the Social Studies, Washington: National Council For the Social Studies, 1966. (36th Year Book)

** Sorauf, Francis J., Political Science: An Informal Overview, Columbus: Charles E. Merrill Books, Inc,, 1966

Unit II.

** Municipal Politics, Public Issues Series, Harvard Social Studies Project, Columbus: American Education Publications, (Education Center) 1967.

** Taking A Stand, Public Issues Series, Harvard Social Studies Project, (Ibid.)

** Negro Views of America, (Ibid,)

Rights of the Accused, (Ibid.)

Unit III.

* Fenton, Edwin, The New Social Studies, New York: Holt, Rinehart and Winston, 1967.

** Fenton, Edwin, editor, Comparative Political Systems, New York: Holt, Rinehart, and Winston, 1967. (Audio-visual package and teachers guide)

* Bock, Edwin A., and Cambell, Alan K., editors, Case Studies In American Governement, Englewood Cliffs, N.J.: Prentice-Hall, 1969. (Paperback)

Unit IV.

NEA Journal, National Education Association, Washington, D.C. Vol. 56, No. I, January 1967.

Units V & VI.

Materials suggested in Units I, II, and III.

General works

** Franklin, John Hope, and Starr, Isidore, editors, The Negro in the 20tn Century, New York: Vintage Books, (Division of Random House) 1967.

White, Theodore H., The Making of the President, Atheneum Books

Rossiter, Clinton, The American Presidency, New York: Harcourt, Brace and World, 1960.

McClenaghan, William A., American Government (Magruders) Allyn and Bacon, Inc., New York, 1966.

Brown and Peltier, Government in Our Republic, MacMillan, 1960.

Unit VII.

Carmichael, Stokely, and Hamilton, Charles V., Black Power: The Politics of Liberation in America. New York: Vintage Books, (A Division of Random House) 1967.

** Bailey, Harry, Negro Politics in America, Columbus: Charles E. Merrill Books, Inc., 1967.

** Required reading. Suggest purchase.

Books in Unit II cost 25¢ each.

* Either for class purchase or have enough copies on hand for sampling technique and unit preparation.

Some general works include standard high school texts.

APPENDIX Y

EPDA CIVICS INSTITUTE

Negro in American Political Process
Methodology Seminar
Political Science 401

Disfranchisement of the Negro
(5 Day Unit for Average 9th Grade)

Group I

Virginia Mulanax, Chairman
Maxine Mitchell, Secretary
James Staton
Michael Willard
Louise Carter
Robert Henson

UNIT PLAN

NON-VIOLENT PROTEST, 1955-65

Submitted by:

Group II

Sister M. Liebrecht
Margaret Urguhart
William Cornelius
Adolph Simmons
Phillip Houm
Sue Foley

EPDA Civics Institute
Norfolk State College
Political Science 401
August 1, 1969

TOPIC: THE FUTURE OF NEGRO POLITICS

METHODOLOGY SEMINAR

INQUIRY METHOD

MISS MURIEL YVONNE HOLMES AND MRS. MAMYE EDMONDSON BACOTE

Instructors

GROUP III MEMBERS

Hampton, Melvin

Madden, James

Powell, Patricia

Riley, James

Smothers, Clenton
(Chairman)

Woodfork, Dorothy

GROUP IV

A UNIT ON JIM CROWISM

Developed for 9th grade Junior High Students
Six phases covering a period of seven days

OVERVIEW

The following is a unit on Jim Crowism. The phases to be covered include:

1. Transportation
2. Education
3. Legislation
4. Military
5. Religion
6. Labor

It is hoped that the students will be able to form their own working definition of Jim Crowism.